Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

		FOR TEA USE ONLY
Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	Place date stamp here.
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:	
	Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact Information:	Tim Regal:Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	VendorID #	Mailing address line 1		
Golden Rule Charter School	**75-2909306**	**2602 W Illinois Ave**		
Mailing address line 2	City		State	ZIP Code
	Dallas		**TX**	**75233**

County-District #	Campus number and name	ESCRegion #	US Congressional District #	DUNS #
057-835		**10**	**37**	**135151616**

Primary Contact

First name	M.I.	Last name	Title
Dr. Vicente		**Delgado**	**Superintendent**
Telephone #	Email address		FAX #
(214) 333-9330	**vdelgado@goldencharter.org**		**(214) 333-9325**

Secondary Contact

First name	M.I.	Last name	Title
Johnny		**Pecina**	**Assistant to the Superintendent**
Telephone #	Email address		FAX #
(214) 333-9330	**jpecina@goldencharter.org**		**(214) 333-9325**

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Vicente		**Delgado**	**Superintendent**
Telephone #	Email address		FAX #
(214) 333-9330	**vdelgado@goldencharter.org**		**(214) 333-9325**
Signature (blue ink preferred)			Date signed
			01/17/2014

Only the legally responsible party may sign this application.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:	**701-14-101-086**

Schedule #1—General Information (cont.)	
County-district number or vendor ID: **057-835**	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: **057-835**	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: **057-835**	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: **057-835**	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100				
2.	Schedule #8: Contracted Services	620				
3.	Schedule #9: Supplies and Materials	630				
4.	Schedule #10: Other Operating	640				
5.	Schedule #11: Capital Outlay	60				
6.	Total direct costs:					
7.	Indirect cost (%):					
8.	Total costs:					

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: **057-835**	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

N/A

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: **057-835**	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Opening Statement: Currently, Golden Rule Charter has **NO** educator incentive plan similar to the Educator Excellence Incentive Program (EEIP) in place and has had a recent decrease in state and federal funding that has made it impossible to implement a program designed to systematically transform educator quality and effectiveness. The EEIP would provide the necessary resources to improve the following areas: 1.) Recruitment of Highly Qualified Teachers; 2.) Master Teacher/Mentor/Instructional Coaches; 3.) Compensation and Retention; 4.) Career Pathways; and, 5.) Evaluation and Assessment. Students will ultimately benefit from these strategies by providing and retaining teachers that have the experience, education, and rank needed to address students' weaknesses and learning gaps. By improving the teacher effectiveness through grant trainings, career pathways, and incentives, these proposed grant strategies will assist the administration in addressing the charter and campus improvement goals.

The design reflects up-to-date knowledge from scientifically-based research and effective practices. (4 pts) Research from USDOE-ERIC: Teacher Incentive Pay and Educational Outcomes (2010) supports that teacher incentives can play integral role in academic performance. Therefore, the charter incentive plan is designed to include activities such as: retention, recruitment, career pathways, mentoring, and professional development training.

How the budget was developed: In order to develop the proposed budget, the charter reviewed the grant's goals compared to the campus and charter goals. Next the charter determined how many individuals would be participating in each area of the program and the stipend amount they would be eligible to receive based upon the proposed incentive activities.

The charter also reviewed the amounts that would be required to pay for assessments, professional development training, travel to attend trainings, and program management. This provided the charter with an accurate understanding of the amount of grant funds needed to meet the defined goals of the application.

How the demographics of the charter relate to the defined goals and purposes of the grant: Based on the needs assessment conducted, it was determined that the charter has a high percent (*93.8%*) of teachers with less than 5 years of experience compared to the state's average of 33.1%. The charter also has only *14%* teachers with a Master's Degree compared to the state's average of 23.1%. The lack of experience in the teachers that are employed at Golden Rule Charter directly impacts the performance of the students. The charter had 28% of their students that did **not** meet the minimum standard on all TAKS tests. This is 4% above the state's average of 24%. The charter also only had 9% of its students receive Commended Performance on their 2011 TAKS tests. This is 7% below the state's average of 16%.

If awarded, the charter plans to utilize grant funds to improve students' performance by fostering open, supportive, and collaborative campus cultures that allow teachers to seek and attain growth within their field. These practices will target the teachers' areas of **weakness** and ensure that they can overcome the barriers that are facing the students. Therefore, the charter will implement the following practices from the beginning to the end of each teacher's career:

- *Implement a Compensation and Retention Plan* – Create an innovative compensation plan to recruit and retain effective teachers or successful former teachers to support collaboration and pedagogical improvement.
- *Improve Recruiting and Hiring* - Select new teachers from high achieving recent college graduates, high performing educator programs, or with a proven record of success in improving student performance.
- *Offer an Induction and Mentoring Program* - Prepare new teachers to succeed with the student population, as well as provide comprehensive training, mentorship, and professional collaboration opportunities.
- *Offer Professional Development and Collaboration* - Align professional development opportunities within the school week to improve multiple measures of performance, including observation and evaluation results, so teachers can efficiently improve their practice and collaborate pedagogically with their peers.
- *Offer Career Pathways* - Create strategic career pathways, such as Master Teachers and Mentor Teachers positions that provide opportunities for teachers to take on additional responsibilities while maintaining a reduced teaching schedule or receiving additional compensation for additional responsibilities.
- *Conduct Evaluations* – Provide teachers with bi-annual summative evaluations based on multiple measures such as on-going observations, student growth, teacher assessments, and student feedback. Also, conduct classroom observations that provide timely and frequent (minimum of twice per semester) diagnostic feedback to teachers on both pedagogical and professional performance.

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Schedule #5—Program Executive Summary (cont.)	
County-charter number or vendor ID: **057-835**	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Who designs the needs assessment process, determines its efficacy, and when/how the process needs to be updated and changed: The needs assessment process was designed and reviewed by charter and campus administrators, and a teacher survey was administered at each campus to determine need and buy-in. These individuals are responsible for determining the effectiveness of the assessment produced and ensuring the results clearly identify the gaps and weaknesses of the charter. The stakeholders (Superintendent, Assistant Superintendent, Principals, Administrative Assistant, Technology Director, and EEIP Personnel) will meet on a quarterly basis, or as needed, to ensure all policies and procedures are being properly assessed. If areas of weaknesses are identified, the stakeholders will review the process and will modify it to include the unaddressed areas or needs. Any significant changes will be presented to the Charter Board Members and TEA for approval.

Describe how the charter will ensure that the program receives consistent, high quality management: The Superintendent, will be the individual that will obligate the charter to the grant activities according to state/federal regulations. He holds a Doctorate Degree in Christian Education, Master's in Counseling, and a Texas Superintendent Certificate. He will ensure that previously allocated state/local funds are not diverted from the campuses because of its acquisition of EEIP funding. If awarded, the activities and services provided by this grant will be supplemental to existing federal/state/local service activities. A Project Director will be designated specifically to the Educator Excellence Incentive Program who must possess the experience, skills, and competency necessary to ensure the project remains within budget, on schedule, and within scope. This individual holds a Doctorates' Degree and has the experience required to successfully oversee the program.

Method by which the charter will evaluate the program including means used to measure progress in defined areas: In order for the charter to be able to monitor the attainment of charter goals and objectives, the charter has various processes and procedures to evaluate the program. The charter will have students participate in surveys that will provide feedback on the teachers' class instructional strategies and coursework. Furthermore, teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, activities, and the number of participants being served by the Master Teachers, Coaches, or Mentors. Moreover, the Master Teachers, Coaches, or Mentors will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of the external consultant trainings that were provided.

Classroom observations will also be conducted on a regular basis in order to provide Principals and grant officials the opportunity to determine whether the trainings being provided to the teachers are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student behavior. Finally, the charter will review student achievement results and attendance data, as well as test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the charter has shown an increase in student/teacher participation.

How the application completely and accurately answers all statutory AND TEA requirements: The charter's administrators met and reviewed the completed application to ensure that all statutory and TEA requirements were answered completely and accurately. Charter stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

Conclusion-Charter's on-going commitment to the goals of the grant and funding sources to the program beyond grant funding: In order to ensure that all project participants remain committed to the success of the project, the charter has ensured that they have received buy-in from all participants, including administration and teachers. To this end, the charter conducted a survey on 01/20/2014 to determine what percent of the charter teachers would want to participate in the EEIP Project. An overwhelming **95.83%** of the teachers agreed that the project was needed. Throughout the term of the grant, the charter will continue to meet with administration, teachers, board, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the project. The charter will coordinate multiple federal and state programs and local funds to enhance the services provided. Professional development training obtained through local, state, and federal funds will be a tremendous resource that will aid in sustaining this program during the grant cycle. This acquired resource **coordinated** with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds will ensure teacher and student gains are continued after the grant funding terminate.

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Texas Education Agency
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Schedule #6 – Program Budget Summary

County-district number or vendor ID: **057-835**

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature   Amendment # (for amendments only):

Project period: April 1, 2014, through August 31, 2016   Fund code: 429

Part 1: Budget Summary: **The cost per participant (total grant request divided by the total number of participants served) is appropriate for the results expected. (7 pts.)**

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$314,454	$18,750	$333,204	$304,819	$18,750	$323,569
Schedule #8	Professional and Contracted Services (6200)	6200	$20,000		$20,000	$19,478		$19,478
Schedule #9	Supplies and Materials (6300)	6300	$10,230		$10,230	$20,387		$20,387
Schedule #10	Other Operating Costs (6400)	6400	$5,000		$5,000	$5,000		$5,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0		$0	$0		$0
	Total direct costs:		$349,684	$18,750	$368,434	$349,684	$18,750	$368,434
	Percentage 1.751% indirect costs (see note):		N/A	$6,566	$6,566	N/A	$6,566	$6,566
	Grand total of budgeted costs (add all entries in each column):		$349,684	$25,316	$375,000	$349,684	$25,316	$375,000

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$375,000	$375,000
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$37,500	$37,500

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

* **Expenditures and activities are supplemental to and do not supplant or duplicate services (3 pts).** The proposed project will be utilized to supplement not supplant any federal, state, and local funds. EEIP grant funds will not be used to pay for services, staff, programs, and/or materials that have otherwise been budgeted to be paid for with state or local funds. If awarded, the charter will not reduce or redirect current budget funding for EEIP initiatives. This proposed project will also help enhance the level of professional development services provided by our charter. Documentation that clearly demonstrates the supplemental nature of these funds will be kept.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057-835 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher				
2	Educational aide				
3	Tutor				
Program Management and Administration					
4	Project director				
5	Project coordinator				
9	Data entry clerk (Administrative Costs)		1	$8,750	$8,750
10	Grant accountant/bookkeeper (Administrative Costs)		1	$10,000	$10,000
Auxiliary					
12	Counselor				
Other Employee Positions					
15	1 FT Elementary Math and 1 FT Elementary Reading Instructional Coach - Will work directly with teachers on instructional lessons, activities, etc. @ $64,167 for year 1 and $57,500 for year 2.	2		$64,167	$57,500
18	Subtotal employee costs:			$82,917	$76,250
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay - 61 (26 Mentors + 35 Teachers) targeted individuals to attend training x $60 per day x 2 days		$7,320	$7,320
20	6119	Professional staff extra-duty pay:			
		10 Current Lead/Master Teachers x $1,500 for year 1 and year 2		$15,000	$15,000
		6 New Lead/Master Teachers x $1,500 for year 1 and year 2		$9,000	$9,000
		10 Teacher Mentors x $1,500 for year 1 and year 2		$15,000	$15,000
		71 Teachers @ $1,500 for year 1 and year 2		$106,500	$106,500
		8 Instructional Administrative Support Staff @ $1,500 for year 1 and year 2		$12,000	$12,000
		10 Teachers x $1,500 for year 1 and year 2 stipends based on market supply.		$15,000	$15,000
		EEIP Assistant Administrators		$5,834	$5,500
		Project Director - Will oversee all program activities and implementation.		$5,833	$5,000
21	6121	Support staff extra-duty pay			
22	6140	Employee benefits (Yr 1 - $255,654 x 23%) and (Yr 1 - $247,820 x 23%)		$58,800	$56,999
23	61XX	Tuition remission (IHEs only)			
24		Subtotal substitute, extra-duty, benefits costs		$250,287	$247,319
25		**Grand total (Subtotal employee costs, substitute, extra-duty, benefits costs):**		$333,204	$323,569

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration <u>Grant Management Resources</u> page

* The budget includes personnel, materials, and other identified expenses, adequately supports the activities outlined in the proposed project (10 pts.) The proposed budget adequately supports the activities outlined in the proposed project and is reasonable, realistic, justifiable, and appropriate because it reflects the funds needed to implement the activities required to meet the desired objectives of the proposed project. Important considerations in determining the reasonableness of costs are: 1) Is the cost necessary for the success or performance of the project?; and 2) Have the restraints or requirements imposed by federal and state laws and regulations been satisfied? Once these considerations were met, the charter created the proposed budget.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: **057-835**	Amendment # (for amendments only):	

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)		
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:		

Professional Services, Contracted Services, or Sub--grants Less Than $10,000

#	Description of Service and Purpose	Check If Sub-grant	Year 1	Year 2
1		☐		
2		☐		
3		☐		
4		☐		
5		☐		
6		☐		
7		☐		
8		☐		
9		☐		
10		☐		
b.	Subtotal of professional services, contracted services, or sub--grants less than $10,000:			

Professional Services, Contracted Services, or Sub-grants Greater Than or Equal to $10,000

Specify topic/purpose/service: **Region 13 ESC**		☐ Yes, this is a sub-grant

Describe topic/purpose/service: Will provide Professional Development training to teachers in areas identified as needs as per the PDAS, academic scores, and walk-through observations.

	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs	# of positions:	$10,000	$10,000
	Contractor's sub--grants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for sub-grants only)			
		Total budget:	$10,000	$10,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 057-835	Amendment number (for amendments only):

Professional Services, Contracted Services, or Sub-grants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service: **External Consultant**		☐ Yes, this is a sub-grant	
	Describe topic/purpose/service: Will provide Sheltered Instruction, Professional Learning Communities, Working with Diverse Student Populations (ELL, Special ED.), Professional Peer Interactions (verbal and non-verbal), Fostering School Connectedness, and Team-Building for Success.			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
2	Contractor's payroll costs	# of positions:	$10,000	$9,478
	Contractor's sub-grants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for sub-grants only)			
		Total budget:	$10,000	$9,478
	Specify topic/purpose/service:		☐ Yes, this is a sub-grant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
3	Contractor's payroll costs	# of positions:		
	Contractor's sub-grants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for sub-grants only)			
		Total budget:		
	Specify topic/purpose/service:		☐ Yes, this is a sub-grant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
4	Contractor's payroll costs	# of positions:		
	Contractor's sub-grants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for sub-grants only)			
		Total budget:		
	Specify topic/purpose/service:		☐ Yes, this is a sub-grant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
5	Contractor's payroll costs	# of positions:		
	Contractor's sub-grants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for sub-grants only)			
		Total budget:		

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: **057-835**		Amendment number (for amendments only):		

Professional Services, Contracted Services, or Sub-grants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a sub-grant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:		
6	Contractor's sub-grants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for sub-grants only)			
	Total budget:			
	Specify topic/purpose/service:		☐ Yes, this is a sub-grant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:		
7	Contractor's sub-grants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for sub-grants only)			
	Total budget:			
	Specify topic/purpose/service:		☐ Yes, this is a sub-grant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:		
8	Contractor's sub-grants, subcontracts, subcontracted services			
	Contractor's supplies and materials			
	Contractor's other operating costs			
	Contractor's capital outlay (allowable for sub-grants only)			
	Total budget:			
	c. Subtotal of professional services, contracted services, and sub-grants greater than or equal to $10,000:		$20,000	$19,478
	a. Subtotal of professional services, contracted services, and sub-grant costs requiring specific approval:			
	b. Subtotal of professional services, contracted services, or sub-grants less than $10,000:			
	c. Subtotal of professional services, contracted services, and sub-grants greater than or equal to $10,000:		$20,000	$19,478
	d. Remaining 6200—Professional services, contracted services, or sub-grants that do not require specific approval:			
	(Sum of lines a, b, c, and d) Grand total		$20,000	$19,478

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: **057-835**	Amendment number (for amendments only):

Expense Item Description

			Technology Hardware—Not Capitalized				
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1						
	2						
	3						
	4						
	5						
6399	Technology software—Not capitalized						
6399	Supplies and materials associated with advisory council or committee						
	Subtotal supplies and materials requiring specific approval:					$0	$0
	Remaining 6300—Supplies and materials that do not require specific approval:						
	Miscellaneous office supplies for on-going administration of grant activities.					$1,000	$1,000
	Miscellaneous office supplies for teacher training, intervention activities, and instructional lessons, etc.					$9,230	$19,387
	Grand total:					$10,230	$20,387

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: **057-835**	Amendment number (for amendments only):	

	Expense Item Description	Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)		
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		
6490	Indemnification compensation for loss or damage		
6490	Advisory council/committee travel or other expenses		
6499	Membership dues in civic or community organizations (not allowable for university applicants)		
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		
	Specify purpose:		
	Subtotal other operating costs requiring specific approval:	$0	$0
	Remaining 6400—Other operating costs that do not require specific approval: **Travel for Master Teachers, Mentors, and Instructional Coaches to attend professional development training.**	$5,000	$5,000
	Grand total:	$5,000	$5,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
**Schedule #11—Capital Outlay (6600/15XX)**				

County-District Number or Vendor ID: 057-835 | Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
**6669/15XX—Library Books and Media (capitalized and controlled by library)**				
1		N/A	N/A		
**66XX/15XX—Technology hardware, capitalized**				
3					
4					
5					
6					
7					
8					
9					
10					
11					
**66XX/15XX—Technology software, capitalized**				
12					
13					
14					
15					
16					
17					
18					
**66XX/15XX—Equipment, furniture, or vehicles**				
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
**66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life**				
29					
			Grand total:	$0	$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds		
County-district number or vendor ID: **057-835**	Amendment # (for amendments only):	

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			**1,215**	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	114	9.4%	Attendance rate	97.3%
Hispanic	1,069	88%	Annual dropout rate (Gr 9-12)	1.2%
White	21	1.7%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	72%
Asian	8	0.7%	TAKS commended 2011 performance, all tests (sum of all grades tested)	9%
Economically disadvantaged	1,190	97.9%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	549	45.2%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	N/A

Comments

As indicated in the charts above, the charter has **97.9%** of student that are Economically disadvantaged. This is 37.5% over the states average of 60.4%. According to TEA Guidelines this makes the charter eligible to receive **19.58 Grant Specific points.**

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	8	12.4%	No degree	1	1.4%
Hispanic	28	43.3%	Bachelor's degree	55	84.6%
White	22	33.4%	Master's degree	9	14%
Asian	7	10.9%	Doctorate	0	0%
1-5 years exp.	31	48%	Avg. salary, 1-5 years exp.	$43,991	N/A
6-10 years exp.	4	6.5%	Avg. salary, 6-10 years exp.	$43,875	N/A
11-20 years exp.	0	0%	Avg. salary, 11-20 years exp.	N/A	N/A
Over 20 years exp.	0	0%	Avg. salary, over 20 years exp.	N/A	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: **057-835** | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	260	250	200	200	150	150	150	66	66	66	50	0	0	0	1,608
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	260	250	200	200	150	150	150	66	66	66	50	0	0	0	1,608

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	11	11	9	9	6	7	4	4	4	4	2	0	0	0	71
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	11	11	9	9	6	7	4	4	4	4	2	0	0	0	71

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Schedule #13—Needs Assessment

County-district number or vendor ID: **057-835**	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs is prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<u>Identifying and prioritizing needs:</u> **Specific gaps, barriers, or weaknesses related to the severity of the problem have been identified. (10 pts.)** An assessment of the charter was conducted which allowed for an examination of various criteria including: TAKS, TPRI, Tejas LEE, and STAAR scores; attendance and dropout rates; SAT/ACT testing and scores; teacher experience, qualifications, and pay; and other variables that were found to be significant in affecting students' performance. Data collected from each campus was compared to the state's average in order to identify specific gaps, barriers, and weaknesses that allowed the charter to prioritize need.

<u>How needs are prioritized:</u> The charter met with key stakeholders to review the results of the assessment and determine how to best prioritize the charter's needs. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative dimensions (i.e. priority, severity, urgency, complexity or mandatory requirements) that support prioritization were applied. Each key quantitative dimension was assigned a weight grade. Based on these grades, the charter set their priorities. A spreadsheet with rankings and findings is available at the administration's office.

<u>Current achievement:</u> **The magnitude or severity of the problem to be addressed is significant in nature. (10 pts.)** Based on this needs assessment, it was determined that the charter has a high percent (**93.8%**) of teachers with less than 5 years of experience. This is 60.7% higher than the state's average of 33.1%. The charter also has a high turnover rate of **42.8%**. This is 27.5% more than the state's average of 15.3%. These **gaps** are a direct result of the average salary ($42,744) that is paid to teachers at Golden Rule Charter School. The average salary pay is $6,077 below the state's average of $48,821. Teachers employed at Golden Rule Charter School choose to seek employment at other higher paying schools once they have increased their experience or raised their educational level.

The lack of experience in the teachers that are employed at Golden Rule Charter School directly impacts the performance of the students. The charter had 28% of their students that did **not** meet the minimum standard on all TAKS tests. This is 4% above the state's average of 24%. The charter also only had 9% of its students receive Commended Performance on their 2011 TAKS tests. This is 7% below the state's average of 16%. These gaps in students' performance are a direct result of the high percentage of students in the charter that are Economically Disadvantaged (97.6%) versus 60.4% for the state and 45.2% are limited English proficient versus 17.1% for the state.

<u>Desired/required accomplishment:</u> **The program activities relate directly to the program goals, local objectives, and strategies, as well as the program description or other identified needs. (4 pts.)** If awarded, the charter plans to utilize grant funds to improve student performance by fostering open, supportive, and collaborative campus cultures that allow teachers to seek and attain growth within their field. Therefore, the charter will implement the following practices from the beginning to the end of a teacher's career:

- *Implement a Compensation and Retention Plan* – Create an innovative compensation plan to recruit and retain effective teachers or successful former teachers to support collaboration and pedagogical improvement.
- *Improve Recruiting and Hiring* - Select new teachers from high achieving recent college graduates, high performing educator programs, or with a proven record of success in improving student performance.
- *Offer an Induction and Mentoring Program* - Prepare new teachers to succeed with the student population, as well as provide comprehensive training, mentorship, and professional collaboration opportunities.
- *Offer Professional Development and Collaboration* - Align professional development opportunities within the school week to improve multiple measures of performance, including observation and evaluation results, so teachers can efficiently improve their practice and collaborate pedagogically with their peers.
- *Offer Career Pathways* - Create strategic career pathways, such as Master Teachers, Instructional Coaches, or Mentor Teacher positions that provide opportunities for teachers to take on additional responsibilities while maintaining a reduced teaching schedule or receiving additional compensation for additional responsibilities.
- *Conduct Evaluations* – Provide teachers with bi-annual summative evaluations based on multiple measures such as on-going observations, student growth, teacher assessments, and student feedback. Also, provide classroom observations that provide timely and frequent (minimum of twice per semester) diagnostic feedback to teachers on both pedagogical and professional performance.

These practices will target the teachers' areas of **weakness** and ensure that they can overcome the barriers that are facing the students. Teachers and staff that meet the programs goals will be offered a performance incentive.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: **057-835**	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	**Recruitment of Highly Qualified Teachers** The charter needs to recruit new teachers that have demonstrated themselves to be high achieving college graduates or teachers that have a proven record of success in improving student performance. The charter's teacher turnover rate is **42.8%** compared to the State's rate of 15.30%. (Source: 2012-2013 Texas Academic Performance Report)	In order to fulfill this need, funds are required to recruit and hire teachers from the ranks of high achieving recent college graduates, high performing educator preparation programs, or highly successful former teachers with a proven record of success in improving student performance. Once recruited, these teachers will be strategically positioned throughout the charter to support campus collaboration and pedagogical improvement. Additionally, these teachers need to be provided a sign-on incentive for choosing to work at the charter. This strategy will ensure that the charter is able to attract new motivated teachers to the campuses.
2.	**Master Teacher/ Mentor /Instructional Coach Roles** The charter needs personnel at each campus to serve as Master Teachers, Instructional Coaches, or Teacher Mentors in their respective field. Currently, the charter does not have sufficient teachers that are properly trained to serve at this capacity.	An assessment needs to be conducted on highly qualified, experienced teachers that have a proven track record of academic success in their respective fields. These selected teachers will be offered Mentor training as well as Master Teacher, Instructional Coach, or Teacher Mentor positions to assist current and new teachers. This strategy will ensure that new and existing teachers are provided with one-on-one mentoring and coaching and will provide teachers the opportunity to take on additional responsibilities while maintaining a reduced teaching work schedule or receiving compensation for added responsibilities.
3.	**Compensation and Retention** The charter needs to decrease their teacher turnover rate. The charter's teacher turnover rate is **42.8%** compared to the State's rate of 15.30%. (Source: 2012-2013 Texas Academic Performance Report)	In order to fulfill this need, the charter will create an innovative compensation plan to retain effective teachers. This strategy will ensure that the charter is able to retain their teachers and increase the level of experience from the employed teachers.
4.	**Career Pathways** The charter needs to prepare teachers and work with them to establish career pathways. The charter has 93.8% of its teachers with 5 years or less years of experience. This is higher than the State's average of 33.1%. (Source: 2012-2013 Texas Academic Performance Report)	In order to fulfill this need, the charter will create a systematic, coordinated approach to recognizing and developing great teachers as they progress through five career stages: intern, new teacher, teacher, distinguished teacher, and master teacher. This strategy will prepare teachers to succeed with the campus's student population, including providing comprehensive training, mentorship and professional collaboration opportunities.
5.	**Evaluation and Assessment** The charter needs to provide evaluation and feedback on teachers' performance in order to ensure teachers continue to improve and develop. The charter's TAKS Commended scores were 9% below the state's average of 16%. (Source: 2010-2011 AEIS Report)	In order to fulfill this need, the charter will provide teachers with bi-annual summative evaluations based on multiple measures such as multiple on-going observations, student growth data, teacher assessments, and student feedback. In addition, classroom observations will be provided on a timely and frequent manner which will include diagnostic feedback to teachers on both pedagogical and professional performance.

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Schedule #14—Management Plan

County-district number or vendor ID: 057-835	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, and Certifications (5 pts.):
1.	Superintendent	The Superintendent, will be the individual that will obligate the charter to the grant activities according to state/federal regulations. He holds a Doctorate Degree in Christian Education and a Texas Superintendent Certificate. He will ensure that previously allocated state/local funds are not diverted
2.	Project Director	from the campuses because of its acquisition of EEIP funding. If awarded, the activities and services provided by this grant will be supplemental to existing federal/state/local service activities. Dr. Delgado possesses the experience, skills, and competency necessary to ensure the project remains within budget, on schedule, and within scope.
3.	Principals	Principals have a minimum of a Master's Degree and the required principal certifications. They have the qualifications, experience, and certifications necessary to ensure the success of the program.
4.	External Consultant	The charter will contract with the Region 10 Education Service Center to provide Professional Development training. The Region Center assures that they are qualified by: Providing adequate training of its employees; Adhering to proven procedures; Being committed to meeting and exceeding clients' requirements; and Maintaining an organizational culture that fosters continual improvement.
5.	External Consultant	The charter will contract with external consultant to provide Sheltered Instruction, Professional Learning Communities, Working with Diverse Student Populations (ELL, Special ED.), Professional Peer Interactions (verbal and non-verbal), Fostering School Connectedness, and Team-Building for Success.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Objective, strategies, and activities are clearly specified and are measureable. (4 pts.)**

#	Objective	Milestone		Begin	End
1.	Have Master Teachers, Inst. Coaches, and/or Mentors serve at each campus in their field.	1.	Identify Master Teachers/Inst. Coaches/Mentors at each campus.	4/01/14	8/31/14
		2.	Explain the incentive plan and scope of work to interested teachers.	4/15/14	8/31/14
		3.	Determine if any additional training is required for teachers.	5/01/14	6/31/14
		4.	Identify trainings and schedule teachers to attend.	7/01/14	8/15/14
		5.	Assign teachers to Master Teachers/Instructional Coaches/Mentors.	8/15/14	8/15/16
2.	Recruit new or retired teachers who are high achieving or have success in improving student performance.	1.	Meet with staff to identify areas of need and establish an Incentive Plan.	4/01/14	6/31/14
		2.	Post available positions on the charter website and attend job fairs.	6/15/14	8/31/14
		3.	Contact local colleges/universities for graduate recommendations.	6/15/14	8/31/14
		4.	Interview applicants and offer a position to those best qualified.	7/01/14	8/31/14
		5.	Assign new teachers to a Master Teacher, Instructional Coach, or Mentor.	8/15/14	8/15/16
3.	Decrease teacher turnover rates by a minimum of 5%.	1.	Survey teachers to determine their needs and priorities.	5/01/14	5/15/14
		2.	Meet with staff to formulate a Retention Plan.	6/01/14	7/31/14
		3.	Schedule a meeting to roll-out the newly designed Retention Plan.	8/01/14	8/31/14
		4.	Solicit feedback from teachers and modify Retention Plan accordingly.	8/01/14	9/31/14
		5.	Implement the newly developed Retention Plan.	10/01/14	8/31/16
4.	Provide career pathway opportunities and trainings to charter teachers.	1.	The charter will design and implement a Teacher's Development Plan.	6/01/14	7/31/14
		2.	Project Director will meet with teachers to decide which pathways to follow.	8/01/14	8/31/14
		3.	Provide trainings to teachers that align with their identified pathway.	9/01/14	8/31/16
		4.	Provide added prospects for advancement by increasing responsibilities.	9/01/14	8/31/16
		5.	Evaluate teachers' performance, offer feedback, and further trainings.	1/15/15	5/31/16
5.	Provide evaluation and feedback to 100% of the teachers on their performance.	1.	Utilize a classroom assessment scoring system to evaluate teachers.	4/01/14	8/31/16
		2.	Increase the value of classroom evaluations by providing observers with adequate knowledge, skills, and tools to do the job well.	5/01/14	8/31/16
		3.	Promote a positive culture for accurate evaluations and feedback.	4/01/14	8/31/16
		4.	Analyze evaluations and identify existing weaknesses and problems.	5/01/14	8/31/16
		5.	Provide internal/external feedback on evaluations. Develop plan to correct.	12/15/14	12/15/16

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: **057-835**	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process and procedures CURRENTLY in place for monitoring the attainment of goals and objectives: In order for the charter to be able to monitor the attainment of charter goals and objectives, the charter has various processes and procedures. These include: Conducting surveys and walk-throughs; Meeting with staff and stakeholders to review PEIMS Reports, benchmarks, STAAR results, and other relevant data; and revising as needed charter goals and objectives to meet newly identified needs of the charter.

PLAN for adjusting goals and objectives when necessary: Procedures ensure feedback and continuous improvement in the operation of the proposed project through monitoring. (3 pts.) The charter solicits feedback and monitors progress on an on-going basis. Information gathered from internal evaluations that assess program's efficiency in meeting stated goals and measurable objectives is used to monitor and adjust the program. Prior to making any changes, however, the charter reviews all of the activities that are being implemented and there corresponding objectives. If any data is available that may explain the reason why goals are not being met, the charter reviews this information and determines if changes are required to the activities, objectives, or the goal. Prior to making any changes, the charter notifies all stakeholders in order to receive feedback.

COMMUNICATION of changes to staff, teachers, students, parents, and members of the community: The charter maintains close contact with all staff, teachers, students, parents, and members of the community. For example, updates on the status of the EEIP Project will be provided during school board and PTA meetings. Any changes that may need to be made to the goals, objectives, or design of the project will be added to the school board agenda. This will provide an open forum for changes to be discussed and stakeholders to provide feedback. Parents and students will be sent home a notice that will inform them of the school board meetings being held to discuss the proposed changes. Staff and teachers will be provided notices via email, and members of the community will be notified through the school marque and charter website. All notices will be distributed in both English and Spanish.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ON-GOING, EXISTING EFFORTS similar or related to the planned project: The charter has **no** incentive or plan similar to the EEIP in place. The recent decrease in state and federal funding has made it impossible for the charter to implement a program designed to systematically transform educator quality and effectiveness. In an attempt to improve the teachers' instructional capacity, the charter does provide regular and on-going professional development to all teachers and staff. In addition, state Instructional Materials Allotment (IMA) funds are utilized to purchase curriculum and technology that are research-proven to increase student participation and scores. Finally, the charter provides assessments and conducts walkthroughs for all teachers on a regular basis.

How will efforts be COORDINATED to maximize effectiveness: The project will be coordinated with similar or related efforts using existing resources/facilities and other community, state, and federal resources to maximize the effectiveness of grant funds. (3 pts.) If awarded, the charter will provide existing program resources to support the compensation incentive plan such as technology equipment and training materials. Teachers and staff will also be allowed to utilize existing school facilities, computers, TV/DVD's, projectors, and overhead materials as well as participate in staff trainings and meetings. In addition, the charter will utilize existing staff to provide support to the project. The Business Office will be utilized to manage grant expenditures; charter administrators will conduct assessments and evaluations; and Board members will be asked to keep stakeholders informed of the on-going progress or the project. These funds will not be used to divert or decrease existing services required by state law, State Board of Education, or by local policy.

How will project participants REMAIN COMMITTED to the project's success: The level of involvement and commitment to the project of all participants, including management, staff, collaborators, and partners, is sufficient to ensure the successful implementation of the project goals, objectives, and activities. (4 pts.) In order to ensure that all project participants remain committed to the success of the project, the charter has ensured that they have received buy-in from all participants, including administration and teachers. To this end, the charter conducted a survey on 01/20/2014 to determine what percent of the charter teachers would want to participate in the EEIP Project. An overwhelming **95.83%** of the teachers agreed that the project was needed. Throughout the term of the grant, the charter will continue to meet with administration, teachers, board, and partners to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the project.

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Schedule #15—Project Evaluation

County-district number or vendor ID: **057-835**	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	**Student/Teacher Surveys**	1.	Positive feedback on teacher/student interaction.
		2.	Positive feedback on lesson plans.
		3.	Positive feedback on concepts and skills.
2.	**Professional Development Feedback**	1.	Teachers actively participate in workshops and trainings.
		2.	Teachers attend all required trainings.
		3.	Teachers volunteer to attend other trainings.
3.	**Classroom Observations**	1.	Student Engagement – Opportunities for students to actively participate are provided.
		2.	Productivity – Well-defined learning activities are provided and completed by students.
		3.	Behavior – Rules and expectations are clearly and consistently communicated.
4.	**Evaluation of Students' Learning**	1.	Report cards, classwork, and benchmarks demonstrate progress in student learning.
		2.	State assessments indicate an incremental increase in overall student scores.
		3.	Decrease in student grade retention rates and summer school attendance.
5.	**Review of Teacher** Use of **Course Materials**	1.	Teacher provides effective approaches that engage students in higher-order thinking.
		2.	Teacher integrates an understanding of facts, concepts, and principals.
		3.	Teacher provides multiple, varied examples to illustrate the use of procedure or skill.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes for collecting data: The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (3 pts.) The charter will use objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the program. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. The charter will collect both quantitative (i.e. test scores, report cards, classwork, PEIMS Report, professional development sign in sheets) and qualitative data (i.e. teacher surveys, classroom observations, colleague testimonials) in order to determine whether they are on target to meet all of the identified objectives and milestones of the program.

The evaluation design includes processes for collecting data, including PROGRAM-LEVEL DATA (such as program activities and the number of participants served) and STUDENT-LEVEL ACADEMIC DATA (such as achievement results and attendance data). (3 pts.) The charter will have students participate in surveys that will provide feedback on the teachers' class instructional strategies and coursework. Furthermore, teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, activities, and the number of participants being served by the Master Teachers, Coaches, or Mentors. Finally, the Master Teachers, Coaches, or Mentors will be required to participate in surveys designed to gauge teacher participation, level of involvement, and the quality of the external consultant trainings that were provided.

Classroom observations will also be conducted on a regular basis in order to provide Principals and grant officials the opportunity to determine whether the trainings being provided to the teachers are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student behavior.

Finally, the charter will review student achievement results and attendance data, as well as test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine whether the charter has shown an increase in student/teacher participation.

How are problems with project delivery to be identified and corrected throughout the project: The formative evaluation processes outlined in the application provide for the identification and correction of problems throughout the duration of the grant project. (2 pts.) The surveys, observations, and teacher and student data collected will allow the charter, grant officials, and contracted consultants to determine whether the trainings and designed career pathways are positively impacting the students and teachers. Areas of concerns will be discussed and modifications will be made regularly to the proposed plan as needed.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **057-835**	Amendment # (for amendments only):

Statutory Requirement 1: <u>Required</u> - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the project according to the relevant statute. (5 pts.)

<u>**Mentorship or instructional coaching program:**</u> The charter has developed an induction system that is designed to address the selection, training, proposed stipends, and responsibilities of the Teacher Mentors as addressed below:

<u>**Mentor Selection:**</u> The charter will review the charter staff rosters in order to determine which teachers are best suited to serve as Teacher Mentors. The qualities that will be assessed include:

- *Attitude and Character* – Individuals indicate a strong commitment to the teaching profession and a willingness to serve as a role model for other teachers;
- *Professional Competence and Experience* – Individuals indicate expert knowledge of pedagogy and subject matter, excellent classroom management skills, is held in high regard by colleagues, and has a minimum of 3 years of teaching experience;
- *Communication Skills* – Individuals must be able to articulate effective instructional strategies and instill enthusiasm for teaching; and
- *Interpersonal Skills* – Maintains a trusting professional relationship, works well with individuals from different cultures, and establishes a good rapport with others.

Once the charter has finalized their selection, the charter will meet with these individuals to offer them the opportunity to serve as Teacher Mentors. Any individual wishing to accept this added responsibility and training will begin the mentor training process immediately. Those who complete the training and serve as Teacher Mentor will be offered a stipend.

<u>**Mentor Stipends:**</u> Because the Mentors will have added responsibility and duties, these individuals will be offered a stipend on a quarterly basis. This stipend will be paid so long as the Mentors continue to attend trainings, provide support to assigned teachers, and complete assigned evaluations/surveys in a timely manner.

<u>**Mentor Training:**</u> The Teacher Mentors will be placed into a structured mentor program that will provide training on how to apply what they know; how to grow new skill sets; and how to develop strategies for continued success. Mentor trainings will include the following subject matters:

MENTOR TRAININGS	
Name of Training	**Description**
Initial Mentor Training	This training is designed to provide strategies to Master Teachers, Teacher Mentors, and Teacher Leaders who provide support to beginning teachers. The Initial Mentor Training focuses on the knowledge, skills, and understandings critical to those who work with beginning teachers. It is guided by the belief that learning to teach is a career-long developmental process that involves continuous cycle of planning, teaching, and reflecting. At the heart of this work is the mentor's ability to respond to each new teacher's individual developmental and contextual needs and to promote the on-going examination of classroom practice.
Train-the-Trainer	This training prepares certified mentors to be effective mentor trainers in their schools and charter.
Special Ed. Mentor Training	This training is designed to provide tools for mentors to use when working with new special education educators. A high quality mentoring program is essential for all new teachers.

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Page 2, Continued

MENTOR TRAININGS, Cont'd.	
Name of Training	**Description**
Coaching and Observation Strategies	This training provides strategies on how to collect and co-analyze classroom learning data with new teachers in ways that build professional trust and accountability. This training will build participants' data collection, analysis, and interpretation skills. It walks through a classroom observation cycle and conversation protocols that become the foundation of coaching from observational data. Mentors will learn how to use teaching standards and various formative assessment tools to record data that can improve new teacher practice. Coaching and Observation Strategies helps participants: • Examine the purposes and processes of the formative assessment observation cycle; • Learn and practice observation cycle conversation protocols; • Practice using Formative Assessment System (FAS) observation tools to collect and analyze evidence of instructional practice; and • Practice giving strategic, data-based feedback that will improve student engagement and achievement.
Analysis of Student Work Mentor Training	This training provides strategies on how to support new teachers as they learn to analyze student work in ways that inform curricular and instructional modifications. This training will provide essential tools and processes for collaboratively analyzing student work, identifying student learning needs, and differentiating instructional next steps to meet identified needs. Participants will learn how to assist new teachers in developing their habits of mind and practice for differentiating instruction. Analysis of Student Work helps participants: • Support new teachers as they learn more about their students' diverse learning needs; • Become familiar with a process and protocol for examining student data; • Learn a scaffold for differentiating instruction; • Plan lessons based upon assessed needs and instructional strategies to meet those needs; and • Support new teachers with parent communications.

Mentor/mentee meetings and release time: The quality of the relationship between the mentor and the mentee is what holds the mentoring partnership together. To this end, the charter will provide the mentor the time needed to engage the mentee; therefore, setting a positive tone and expectation for active participation for the entire partnership. The Mentors will initially meet with their assigned teachers twice a week (once in a group setting during the common planning times and once individually with each assigned teacher). This will allow the mentor to follow-up on strategies and provide guidance. As the mentee begins to progress, the one-on-one meetings will be scheduled on a bi-weekly basis but the mentor will continue to attend each weekly common planning time meeting. This will allow them the opportunity to discuss new strategies, issues and concerns, and arrange for added one-on-one training as needed.

Mentee observation opportunities: The Mentors will conduct regular classroom observations on their assigned teachers in order to allow them the opportunity to view their assigned teachers implementing the strategies they are being trained on. This will also allow the Mentors the opportunity to provide feedback and collect data for evaluations and surveys.

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Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Steps taken in conducting multiple observations for teachers throughout the school year: The district plans to assign a teacher to each of the Teacher Mentors creating a 5:1 teacher/mentor ratio. Each of the Teacher Mentors will be responsible for conducting one (1) Pre- and one (1) Post-classroom observation on each assigned teacher per semester. By limiting the number of assigned teachers, the Mentors will be able to ensure each of their teachers is assessed twice per semester. In addition, new teachers and struggling teachers who are most in need of feedback will have additional classroom observations conducted by a member of the administration. This will allow more time and resources to be devoted to high-quality observation and feedback for teachers who are most in need of targeted assistance.

Identify what observation rubric is used: The district will continue to utilize for their observation rubric, the *Professional Development and Appraisal System (PDAS)*. PDAS will be used to appraise the teachers and identifying areas that would benefit from staff development. This will be done by scoring the performance level indicators on the following domains:

- *Domain I:*   Active, successful student participation in the learning process, includes:
    - ➢ Quantity and quality of active student participation in the learning process is evident; and
    - ➢ Students are challenged by instruction and make connections to work and life applications, both with other disciplines.
- *Domain II:*   Learner-centered instruction, includes:
    - ➢ Instructional content is based on appropriate goals and objectives;
    - ➢ Instructional content includes basic knowledge and skills, as well as central themes and concepts, both within the discipline and with other disciplines;
    - ➢ Instructional strategies are aligned with learning objectives and activates, student needs, and work and life applications, both within the discipline and with other disciplines;
    - ➢ Instructional strategies promote application of learning through critical thinking and problem solving; and
    - ➢ Teacher uses appropriate motivational and instructional strategies which successfully and activity engage students in the learning process.
- *Domain III:*   Evaluation and feedback on student progress, includes:
    - ➢ Teacher aligns assessment and feedback with goals and objectives and instructional strategies; and
    - ➢ Teacher uses a variety of evaluation and feedback strategies which are appropriate to the varied characteristics of the student.
- *Domain IV:*   Management of student discipline, instructional strategies, time, and materials, includes:
    - ➢ Teacher effectively implements the discipline-management procedures approved by the district;
    - ➢ Teacher establishes a classroom environment which promotes and encourages self-discipline and self-respect and self-directed learning;
    - ➢ Teacher selects instructional materials which are equitable and acknowledge the varied characteristics of all students; and
    - ➢ Teacher effectively and efficiently manages time and materials.
- *Domain V:*   Professional communication, includes:
    - ➢ Teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with students;
    - ➢ Teacher uses appropriate and accurate written, verbal, and non-verbal modes of communication with parents, staff, community members, other professionals; and
    - ➢ Teacher's interactions are supportive, courteous, respectful, and encouraging to students who are reluctant and having difficulty.
- *Domain VI:*   Professional development, includes:
    - ➢ Teacher determines and participates in professional development goals and activates that are aligned with the goals of the campus and the district;
    - ➢ Teacher correlates professional development activities with assigned subject content and the varied needs of students;

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  ➢ Teacher exhibits a willingness to collaborate with colleagues and other professionals for continuous growth and development;
  ➢ Teacher exhibits a willingness to collaborate with colleagues and other professionals for continuous growth and development; and
  ➢ Teacher correlates professional development activities with the prior performance appraisal.
- *Domain VII:* Compliance with policies, operating procedures, and requirements, includes:
  ➢ Teacher contributes to making the school safe and orderly, and a stimulating learning environment for children; and
  ➢ Teacher respects the rights of students, parents, colleagues, and the community.
- *Domain VIII:* Improvement of academic performance of all students on the campus, includes:
  ➢ Teacher diagnoses student needs and provides performance feedback related to all appropriate TEKS/TAKS/STAAR Objectives;
  ➢ Teacher aligns the planning and delivery of instruction to all appropriate TEKS/TAKS/STAAR objectives;
  ➢ Teacher collaborates with other faculty and administration to improve TAKS/STAAR related performance of all students on the campus;
  ➢ Teacher identifies students who are at-risk and develops appropriate strategies to assist these students; and
  ➢ Teacher monitors the attendance of all students and intervenes to promote regular attendance.

Each teacher shall be evaluated on Domains I through VIII using the following categories:
1. *Exceeds Expectations* – Almost all of the time;
2. *Proficient* – Most of the time;
3. *Below Expectations* – Some of the time; and
4. *Unsatisfactory* – Less than half of the time.

Who is trained and deployed to observe teachers: Each Teacher Mentor will be provided training on properly conducting classroom observations. As part of this training, they will be trained on the importance of remaining objective and unbiased to the individuals that they are assessing. This is key to ensuring that the assessments performed on each teacher are accurate and provide the feedback necessary to address issues and increase teacher proficiency.

Goals of both pre- and post-observation meetings: In order to ensure that the program is being properly implemented and can address the needs of the district, it is important for the district to establish a foundation upon to build upon. Therefore, the district has set the following goals for the Pre- and Post-Observation Meetings:
- *Pre-Observation Meeting* - The Mentor/Coach will obtain information concerning the teacher's class goals, students, and particular teaching style. This will also provide the opportunity for asking the following questions:
  1. What will be happening in the class I will observe?
  2. What is your goal for the class? What do you hope students will gain from this session?
  3. What teaching methods will you use?
  4. What was done in earlier classes to lead up to this one?
  5. Will this class be generally typical of your teaching? If not, what will be different?
- *Post-Observation Meeting* - Will occur within a few days of the classroom observation, while the activities are still fresh in the minds of the teacher and Mentor/Coach. The Mentor/Coach will discuss the classroom observation in depth with the teacher. Areas to be discussed will include:
  1. Did students accomplish the goals you had planned for this class?
  2. Did you notice anything you improved on or any personal goals you met?
  3. What were your teaching problems areas that still need improvement?
  4. Do you have any suggestions or strategies for improvement?

The Teacher Mentors will be able to reinforce and add to the teacher's perceptions by referring to the log of class events. In addition, the Teacher Mentors will be able to provide feedback and suggestions or improve teaching techniques.

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Statutory Requirement 3: <u>Required</u> - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Formal evaluation process: The methods of evaluation provide for examining the effectiveness of project strategies. (2 pts.) Each teacher will be evaluated on a bi-annual basis. The formal evaluation process below describes the Domains addressed and evidence sought to support evaluation results; Who conducts formal evaluations and timing; and Process and content of summative evaluation meetings:

- *Teacher Evaluation System Orientation (AUGUST - SEPTEMBER)* - Teachers will participate in an evaluation orientation that will allow the opportunity for **principals and other administrators, who will be serving as the evaluators**, to provide teachers with an overview of the teacher evaluation system. Areas to be discussed include:
    1. Providing an overview of the evaluation process, key components, timelines, and deadlines.
    2. Discussing the Framework for Teaching, number of observations, and classroom walk-throughs.
    3. Describing the professional practice goal setting and guidelines.
    4. Describing the Student Learning Objectives (SLO) process and guidelines.
    5. Providing examples of the forms that teachers will complete.
    6. Discussing any questions or concerns.
    7. Processes for identifying Teacher Mentors/Instructional Coaches.
    8. Describing how Mentors/Coaches will support the teacher, evaluator, and evaluation processes.
    9. Describing the process for scheduling evaluation planning sessions, observations, mid-year reviews and final evaluation conferences.
- *Data Review, Reflection, and Goal Setting (SEPTEMBER - OCTOBER)* - The teacher evaluation requires teachers to engage in goal-setting processes addressing both practice and outcome measures. This will include Self-Rating of Professional Practice where each teacher first reflects on their practice at the beginning of the school year and completes a Teacher Self Rating Form and Educator Effectiveness Plan (EEP). Using the Teacher EEP Form, teachers will describe their Student Learning Objectives (SLO). Then, they will identify instructional strategies that will increase the likelihood of success on the SLOs. After developing SLOs and reviewing their self-rating, the teacher will also develop two professional practice goals. These goals may relate to the SLOs. The concept of SMART goals will guide the development of professional practice goals, meaning that the goals are Specific, Measurable, Attainable, Results-based, and Time-Bound.
- *Evaluation Planning Session (FALL)* - Teachers will meet with their evaluator in an Evaluation Planning Session. During this session, the teachers will collaborate to complete the following activities: Review the Self-Rating and EEP; Review the draft SLO goals set by the teacher; approve, or adjust the goals. Finalize SLO goals based on teacher and evaluator input; Identify actions, resource needs, and evidence sources identified to meet the professional practice and goals; Finalize professional practice and SLO goals; Set the evaluation schedule, including scheduled observations, meetings, and methods of collecting other sources of evidence.
- *Observations, Evidence Collection and On-going Feedback (OCTOBER - MAY)* - Throughout the school year, evaluators will collect evidence of teacher practice. Evidence collected will include: lesson plans, portfolios of student work, student surveys, and/or logs of parent communications. This evidence will be used to rate a teacher's practice, using the rubric to identify appropriate levels of performance. In addition to evidence of teacher practice, teachers will collect data at the specified intervals and monitor the progress of each SLO during the evaluation period indicated. Based upon the data collected, the teacher will adjust the instructional strategies utilized to ensure that students meet classroom and school expectations, as well as determine if the targeted populations for the SLO are progressing toward the stated objective(s).
- *Mid-Year Review (DECEMBER - JANUARY)* - Teachers and evaluators will meet for a formative review of the teacher's progress toward meeting his or her professional practice and SLO goals.
- *Final Teacher Evaluation (MAY)* - Teachers will submit final evidence to their evaluator. The evaluator will complete the final rating of the SLO and complete the Final Evaluation Form. The teacher and evaluator will participate in a final evaluation conference to discuss goals, outcomes, professional development opportunities, and next year's goals.

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EVALUATION RUBRIC - INSTRUCTIONAL PLANNING

Domains	Ineffective	Developing	Proficient	Accomplished	Evidence
Focus for Learning	Does not have a clear focus for student learning. Objective is too general to guide lesson planning. Objective is inappropriate.	Clearly communicates a focus for student learning.	Develops measurable goals for student leaming that aligns with State standards and can explain the importance of the lessons.	Establishes challenging and measurable goals that reflect a range of student learner needs that aligns with the State's standards.	Pre-Meeting
Assessment Data	Plans instruction without analyzing student learning data.	Demonstrates an understanding that assessment is a means of evaluation for supporting student learning.	Explains the characteristics, uses, and limitations of various formative and summative assessments.	Evidence indicates student learning needs were identified and assessment data was used to identify areas for student growth.	Pre-Meeting, Observations. Student Report Cards, and PEIMS data

EVALUATION RUBRIC - INSTRUCTION AND ASSESSMENT

Domains	Ineffective	Developing	Proficient	Accomplished	Evidence
Classroom Environment	Little or no evidence of a positive rapport between the teacher and students.	Fair in the treatment of students and establishes a basic rapport with them.	Has positive rapport with students and demonstrates respect for and interest in all students.	Routines are well established. Students assume considerable responsibility for the efficient operation of the classroom.	Observations
Student Learning	Does not routinely use assessments to measure student mastery.	Uses assessments to measure student mastery.	Utilizes assessment data to identify students' strengths and needs, and modifies instruction accordingly.	Examines classroom assessment results to reveal trends in individual/group progress and anticipate obstacles.	Pre-Meeting, Observations. Student Report Cards, and PEIMS data
Lesson Dellvery	Disorganized lessons leave students confused. Strategies fail to engage students and/or discourage independent or creative thinking.	Explanations are accurate and generally clear but students may ask some clarifying questions about content or instructions.	Explanations are clear, coherent, and accurate. Students understand and do not need to ask clarifying questions.	Explanatlons are clear, coherent, and accurate. The teacher uses strategies designed to encourage independent, creative, and critical thinking.	Lesson Plans and Observations

EVALUATION RUBRIC - PROFESSIONALISM

Domains	Ineffective	Developing	Proficient	Accomplished	Evidence
Communlcatlon	Makes no attempt to communicate clearly or collaborate effectively with professional colleagues.	Uses a variety of strategies to communicate with parents and caregivers about student learning.	Communicates effectively with colleagues to analyze student work and identify strategies.	Communicates well with students, families, and colleagues. Collaborates for the professional growth of self and others.	Correspondence, Testimonials, and Observations
Meets Professional Obligatlons	Fails or makes no attempt to understand and follow regulations, policies, and agreements.	Understands and follows charter policies and state and federal regulations.	Meets ethical and professional responsibilities with integrity and honesty.	Helps colleagues access/interpret laws and policies and understand their classroom implications.	Pre- and Post-Meetings, Colleague Testimonials, and Observations

Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Accommodations that will allow for collaboration opportunities: While the charter understands the importance in providing teachers with collaborative opportunities to discuss and share pedagogical strategies designed to improve student performance, the charter is also faced with the difficult task of creating a Master Schedule that allows sufficient time for teachers to meet with parents and students, review coursework, and create weekly lesson plans. Therefore, in order to foster an open, supportive and collaborative campus culture that will allow teachers to seek and attain growth within their field, the charter will utilize funds to devise a strategic compensation plan that will provide teachers with additional compensation so that they can take part of collaborative meetings outside of regular instructional time.

Regular collaboration opportunities within the school week: The Project Director will create a schedule that will allow each cluster group of teachers to meet collaboratively with their Teacher Mentor/Instructional Coach once per week for one hour. When possible, the charter will strive to schedule each cluster group on separate days of the week in order to allow any Teacher/Mentor/Coach the opportunity to attend any other Collaboration Meeting and gain insights and additional strategies that are being implemented by other groups. Although these additional meetings will not be required to be attended by individuals who are not assigned to that cluster group, any teacher choosing to attend these meetings outside of their own cluster group will have their attendance recorded and entered as part of their final evaluation. Below is a sample of a Collaborative Meeting Schedule that has been preliminarily created:

K - 5th				
	Monday	**Tuesday**	**Wednesday**	**Thursday**
Week 1	Kindergarten	1st Grade and 4th Grade	2nd Grade	3rd Grade and 5th Grade
Week 2	Kindergarten	1st Grade and 4th Grade	2nd Grade	3rd Grade and 5th Grade
Week 3	Kindergarten	1st Grade and 4th Grade	2nd Grade	3rd Grade and 5th Grade
Week 4	Kindergarten	1st Grade and 4th Grade	2nd Grade	3rd Grade and 5th Grade

6th - 8th				
	Monday	**Tuesday**	**Wednesday**	**Thursday**
Week 1	ELA	Math	Science	History
Week 2	ELA	Math	Science	History
Week 3	ELA	Math	Science	History
Week 4	ELA	Math	Science	History

9th – 10th				
	Monday	**Tuesday**	**Wednesday**	**Thursday**
Week 1	ELA	Math	Science	History
Week 2	ELA	Math	Science	History
Week 3	ELA	Math	Science	History
Week 4	ELA	Math	Science	History

Each of the Teacher Mentors/Instructional Coaches will be responsible for directing their own Collaboration Meeting and encouraging teachers to discuss student learning needs. Because these Collaboration Meetings will serve as an instrument for teachers to improve instruction and build expertise, the Teacher Mentors/Instructional Coaches will ensure the following strategies are being implemented during the Collaboration Meetings:

- Cluster Groups are strategizing and discussing effective instructional practices and brainstorming ways to refine practices:
- Student-level data is being used to drive collaboration and action;
- Cluster Groups are routinely analyzing student work and assignments to gauge instructional effectiveness; and
- Cluster Groups are observing and learning from model lessons.

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Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The **proposed project is appropriate to and will successfully address the needs of the target population or other identified needs. (8 pts.)** The need to provide appropriate professional development that addresses the needs of the charter is vital to school success and teacher satisfaction. Therefore, much thought has been placed upon how the charter will plan, provide, and facilitate professional development activities and opportunities within the school week.

Plan Professional Development: In preparation of grant funding, the charter has reviewed:
- *Formal Student Assessment Data* - Includes standardized test measures that are fair and objective measures of student achievement (i.e. STAAR test results, TAKS Test results, Report Cards, PEIMS Reports);
- *Informal Student Assessment Data* – Sub-skills information that can be used to make judgments about student's learning behavior and characteristics (i.e. performance-based measures, criterion-referenced assessments, portfolios, student observations);
- *Classroom Observations* – Information provides a supportive way to analyze teachers and identify their strengths as a teacher and provides areas for improvement; and
- *Past Evaluations* - Specific areas of weaknesses identified and strategies that were devised to address these deficiencies.

Based upon these findings, the charter will align professional development opportunities within the school week mostly after school, so that teachers can efficiently improve their practice and collaborate with their peers.

Provide Professional Development: Because not all teachers pickup on new ideas and strategies in the same manner, the charter will implement multiple strategies designed to address teacher deficiencies. This will allow the charter to target areas of concern in various manners; thus, ensuring teachers are able to grasp the new concepts and implement new teaching strategies. Professional development that teachers will be exposed to on a regular basis will include:
1. *Professional Development Webinars and Workshops* - Will provide on-going virtual professional development training for educators to assist them with curriculum, assessment, and instruction that aligns with Common Core State Standards. Professional development trainings will be provided on the following topics: Critical Thinking, Curriculum, Discipline Management, Early Childhood, English Language Arts/Reading, ESL Strategies, Instruction for Students with Diverse Needs, Instructional Strategies, Learning Strategies, Mathematics, Science, Secondary School Initiatives, Social Studies, STAAR, Student Behavior, TEKS, etc.
2. *Collaborative Meetings* - The Teacher Mentors/Instructional Coaches will meet once a week with their cluster group to review the various information, trainings, and strategies they have been exposed to throughout the week. These meetings will provide the teachers the opportunity to discuss their understanding of the trainings being provided them and ask any questions that they may have. The Teacher Mentors/Instructional Coaches will also have the opportunity to demonstrate these strategies in a controlled environment.
3. *Classroom Observations* - The Teacher Mentors/Instructional Coaches will have the opportunity to view teachers implementing the strategies that have been reviewed during the work week. The Classroom Observations will also provide the teachers the opportunity to receive feedback on their execution of the various strategies and modify their delivery method.

Facilitate Professional Development: In an effort to facilitate teacher trainings, Professional Development Webinars will be utilized as a method of teacher training delivery. This will decrease the amount of time teachers are away from the classroom and eliminate associated costs for travel. In addition, by providing Professional Development Webinars the teachers will be able to meet in groups and discuss the strategies that were learned in an open and relaxed environment. All Teacher Mentors/Instructional Coaches will be encouraged to attend these trainings so that they can guide the discussions and ensure that the teachers grasp and understand the purpose of the trainings.

The second mode of teacher training deliveries will constitute having Professional Development Providers come to the schools and provide workshops. This will allow teachers to interact with the teacher trainers and address issues and questions directly to them.

Finally, Teacher Mentors/Instructional Coaches will travel to attend trainings. Information that is obtained at these trainings will be brought back and passed down to teachers within the same cluster group. By implementing the Train-the-Trainer Model the charter can maximize the grant funds that are being requested.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **057-835**	Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The charter has outlined a compensation plan that differentiates compensation based on responsibility most closely aligned to improving students' performance and teachers' pedagogical growth, as well as, teacher compensation based on market supply and shortage needs. They are described below:

COMPENSATION BASED ON RESPONSIBILITIES

Teacher Mentors/Instructional Coach/Master Teacher

Criterion	Year 1	Year 2
10 Current Lead/Master Teachers x $1,500 for year 1 and year 2	$15,000	$15,000
6 New Lead/Master Teachers x $1,500 for year 1 and year 2	$9,000	$9,000
10 Teacher Mentors x $1,500 for year 1 and year 2	$15,000	$15,000
71 Teachers @ $1,500 for year 1 and year 2	$106,500	$106,500
8 Instructional Administrative Support Staff @ $1,500 for year 1 and year 2	$12,000	$12,000
Maximum Allotment:	**$157,500**	**$157,500**

COMPENSATION BASED ON MARKET SUPPLY:

Teacher Recruitment and Retention Incentive Plan

Criterion	Criterion	Criterion
10 Teachers x $1,500 for year 1 and year 2 stipends based on market supply. Degrees in Math and Science areas that are difficult to staff.	$15,000	$15,000
Maximum Allotment:	**$15,000**	**$15,000**

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **057-835**	Amendment # (for amendments only):

Statutory Requirement 7: <u>Preferred</u> - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

<u>**Recruitment and hiring process:**</u> In order to increase efficiency in the recruitment and hiring process and ensure consistency and compliance in the selection process, the following steps will be implemented by the charter:

<u>**Early hiring practices:**</u>

- *Step 1: Identify Vacancy and Evaluate Need* - Recruitment provides the opportunity for the charter to align staff skill sets to initiatives and goals, as well as, evaluate the needs of the charter. To this end, the charter will conduct a Job Analysis prior to recruiting. This Job Analysis will evaluate the following: 1.) Tasks carried out by the previous employee; 2.) Tasks to be removed or added if any of the work will be transferred within the department; 3.) Supervisory or lead responsibility; 4.) Budget responsibility (if any); and 5.) Work hours.

- *Step 2: Develop Job Description* – The Job Description will serve as the core of a successful recruitment process. From the Job Description, the charter will formulate interview questions. The Job Description will also identify the following criteria:

  1. **General Information** - Basic position and pay information.
  2. **Position Purpose** - Will summarize the position's essential functions and its role in relation to supporting, administering, or managing the activities of the department, unit, or organizational unit;
  3. **Essential Functions** - Will describe the duties and responsibilities of the position. By accurately describing the essential functions of the position, applicants will have a clear understanding of the role and the expectations for performing them;
  4. **Minimum Requirements** - Qualifications or criteria which was established in advance and advertised to potential applicants; and
  5. **Preferred Qualifications** - Skills and experience preferred in addition to basic qualifications and can be used to narrow down the pool of applicants. These preferred skills, knowledge, abilities and competencies can describe a more proficient level at which the essential functions can be performed.

- *Step 3: Develop Recruitment Plan* - Each position will require a documented Recruitment Plan which is approved by each department. A carefully structured recruitment plan will map out the strategy for attracting and hiring the best qualified applicant and will help to ensure an applicant pool which includes women and underrepresented groups including veterans and individuals with disabilities. In addition to the position's placement goals, the plan will contain advertising channels to be used to achieve those goals. The Recruitment Plan Elements for advertising are as follows:

  1. Posting Period;
  2. Placement Goals; and
  3. Additional Advertising Resources (i.e. Internet Job Boards, Print Advertisement, Local Media, Social Media, Job Fairs, Professional Conferences and Campus Recruiting).

<u>**Evidence used to determine the quality of the applicant:**</u> Once the position has been posted, applicants will submit an application and a resume. All applications will be reviewed and considered by multiple charter personnel in order to ensure more than one person assesses their qualifications and that individual opinion or biases are avoided. Each reviewer will provide comments to each applicant's qualifications as they relate to the minimum requirements of the position. As soon as all applicants have been reviewed, the EEIP Project Director will review all comments and develop a short list of possible applicants for the Human Resources Department and campus Principal.

The applicants will then be contacted for interviews. The interview will provide the opportunity for the charter and prospective teacher to learn more about each other and validate information provided by both. Selections will be made on the most qualified applicant.

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Areas that will be examined will include:

- **Education preparation program attended** – The charter will verify that, at minimum, the 18 hour course work associated with teacher education and 12 week regular student teaching program has been completed. In addition The charter will verify that the teacher has met the following requirements:

  1. Has a Bachelor's degree at minimum;
  2. Twenty-four (24) hours in a content area;
  3. Passing score on a TExES content exam;
  4. Thirty-five (35) hours of documented observation with completed assignments from training school program;
  5. Completion of a teacher certification program; and
  6. Passing score on a TExES Professional Pedagogy and Responsibilities exam.

- **Previous teaching experience** – Prior teacher experience will provide the charter with an indication of the quality of the teacher at a school. Because the experienced teachers give the school stability, it is important to determine whether the applicant is effective in the classroom. Therefore, the charter will review past teaching experience.

Upon completing the interview, an assessment will be completed on each applicant. Applicant assessments will include only those comments which are relevant to the requirements of the position. The teachers with the top three scores will be scheduled for a follow-up interview so that the charter can collect further information regarding the applicant's past experience and future goals. At this time, references will be checked on each of these applicants and a background check will be conducted. If no flags are noted with the references and background check, the candidate with the highest score on their assessment will be scheduled for a final meeting with the charter administration.

During this meeting, the charter will provide a final review of:

- The duties and responsibilities of the position;
- Qualifications listed for the position; and
- Benefits and compensation packet (i.e. paid time off, retirement benefits, learning and development opportunities, etc.).

If the applicant is still interested, the charter will make a job offer that will include the proposed salary. At this time, the applicant will be offered the opportunity to accept or negotiate the offer. The charter will make a reasonable attempt to meet the needs of the applicant while still staying within the established parameters of the charter's pay structure.

If for any reason the charter is unable to negotiate an acceptable contract with the applicant, the charter will ask the applicant to complete a questionnaire that explains the reason for the job refusal. This will allow the charter to re-evaluate their hiring strategies, pay structure, benefit and compensation packet, and/or current staff.

The next applicant will be re-assessed and it will be determined if that individual possesses the experience, qualities, and requirements to fill the position. If this applicant meets the needs of the charter, the teacher prospect will be brought in for the final meeting with the charter. If not, the charter will begin the entire process again.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: **057-835**	Amendment # (for amendments only):

Statutory Requirement 8: <u>Preferred</u> - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Practices proposed by applicant describe a comprehensive, aligned effort that facilitates the instructional growth of all educators on participating campuses. (10 Grant Specific Pts.) <u>**Multiple career pathways for classroom teachers:**</u> The charter plans to utilize grant funds to create a Teacher Development Plan that will offer multiple systematic, coordinated approaches to recognize and develop great teachers as they progress through the five career stages: Interim, New Teachers, Teacher, Senior Teachers, and Master Teacher. Because the charter understands that not all teachers have the same level of commitment to their career, the charter will utilize multiple career pathways designed to address all teachers regardless of their career aspirations. They are as follows:

- *Standard Pathway* – Teachers focus on instruction and participate in professional development. Teachers choosing to follow the Standard Pathway will have a tendency to participate in only those trainings and functions that are required by the charter. Although this individual may not wish to commit more time to advance their career, they can still serve the charter as excellent teachers and increase student performance.

- *Professional Pathway* – Teachers focus on classroom success and are active in school-based roles. Teachers choosing to follow the Professional Pathway will be interested in attending trainings designed to increasing educational and career aspirations. Teachers will be presented with long-term projects that intersect with personal interests and professional aspirations. These projects will help teachers with future planning, goal setting, post-secondary decisions, and career exploration, particularly for teachers who may be unfocused, uncertain, or indecisive about their post-graduation plans and aspirations.

- *Model Pathway* – Teachers serve as models of excellence, play a leadership role, and create professional development opportunities. Teachers choosing to follow the Model Pathway will have a tendency to go beyond his/her normal job descriptions to accelerate student achievement, take risks, influence the practice of colleagues, support stakeholders, and display excellence and high standards in building professional capacity. These teachers will also fill the following roles:
  1. Mentoring new teachers;
  2. Coaching struggling teachers;
  3. Developing and facilitating professional development for the campus, the community and the charter;
  4. Opening classrooms to colleagues;
  5. Attending on-going model educator training;
  6. Collaborating to develop school-wide curriculum and assessments; and
  7. Supervising student teachers, practicum students and interns.

- *Lead Pathway* – Serve as lead academic teachers at the charter and collaborate with the principals to improve academic performance. Teachers choosing to follow the Lead Pathway will have excellent teaching and leadership skills. These teachers draw upon their teaching experience to serve as expert resources, mentors or counselors for new and developing teachers. These teachers must be dedicated to the improvement of the teaching profession and able to provide constructive criticism and helpful solutions to other teachers without alienating or discouraging them. They will be required to possess good observational and analytical skills and be able to offer fresh, creative solutions in difficult situations.

Regardless of which career pathway teachers choose to follow, each pathway will provide structured trainings and support for all teachers throughout each of their five career stages. This modernized conception, of the charter and the roles of the teachers, is necessary to stabilize and strengthen the teaching force; thus, helping the charter to achieve its mission to educate the students.

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Page 2, Continued

Provide additional opportunities for advancement through responsibilities: The charter plans to utilize grant funds to create new positions; thus, providing opportunities for increased responsibility and career advancement. The aforementioned career pathways are designed to outline the responsibilities and the qualities needed to achieve these advancements; therefore, allowing teachers to determine what campus or charter role fits in with their personal goals and aspirations.

Added advancement opportunities will include the following:

- *Teacher Mentorship* - Counsels, provides information, interprets campus/charter departmental policies and practices, serves as role a model, and acts as an adviser, guide, or advocate in a variety of formalized and less formal contexts to new hires. The mentor may provide any or all of the following:

  1. Diminishes the insecurities of new teachers by working together to plan the course syllabus, assignments, lectures, and tests.
  2. Provides support for developing course content.
  3. Interprets departmental practices and policies.
  4. Demonstrates good teaching practices.
  5. Provides timely and constructive feedback on the mentee's performance.
  6. Encourages the mentee to be self-reliant.

- *Instructional Coaching* – Serve as on-site professional developers who will train teachers on how to use proven instructional methods. To be successful in this role, the coach must have the following skills: content knowledge, public relations, good communication skills, and be well organized.

- *Directing Collaboration Activities* - Teachers will be utilized to organize and lead the weekly after-school collaborative meetings. During these meetings, this individual will be responsible for ensuring the teachers:

  1. Work together to create lesson plans;
  2. Explore new strategies and demonstrate strategies or skills; and
  3. Discuss issues and suggest solutions.

- *Teacher Observations* – Evaluate and provide emotional and instructional support to new and struggling teachers that will enhance their ability to engage students in higher-level thinking and integrate knowledge across disciplines.

As indicated in the outlined Career Pathways Plan, the charter has a clear vision of the strategies and activities that need to be developed and implemented to initiate this Teacher Development Plan. Unfortunately, the charter does not have the funds or resources needed to proceed with this process. If awarded, the charter will utilize grant funds to finalize these strategies and implement these activities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: **057-835**	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: **057-835**	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 057-835	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Demonstrates that, but for the grant funds, the local educator excellence innovation plan could not be implemented. (20 Grant Specific Pts.) Needs self-assessment: A charter-wide needs assessment was conducted in order to identify the challenges the charter faces in implementing the practices of this local educator excellence innovation plan without grant funds. Recent cuts made by the legislation to state and federal funds have resulted in a decrease in the following available funds:

BUDGET VARIANCES			
Source of Funds	2012-2013	2013-2014	Difference
Federal Grant Funds	$744,034	$645,974	-$98,060
State Grant Funds	$2,255	$0	-$2,255
Source: TEA State and Federal Grant Awards			

Challenges the applicant faces in implementing the practices without grant funds:

1. **Human Resource Management and Professional Development**
   a. *Staff Recruitment, Selection, and Assignment* - The charter needs to implement new policies and practices to secure candidates who are committed and qualified to meet student needs, contribute to a professional learning community, and provide high quality instruction in their content area. The charter also needs to attract quality candidates by appropriately compensating staff and developing varied incentives and other strategies for recruiting and ensuring a diverse pool of high-quality candidates in hard-to-staff positions. Based on budgetary constraints, the charter does not have the funds needed to implement new practices that will ensure it builds and develops a diverse and highly qualified staff.
   b. *Supervision and Evaluation* - The charter needs funds to promote a culture of growth-oriented supervision through a combination of formal evaluations and on-going, informal instructional feedback. By establishing effective supervision practices, administrators can identify the strengths and needs of assigned staff in order to plan effective implementation of charter and school initiatives, assess the application of skills and practices learned from professional development, provide struggling staff with opportunities for additional professional development and support and provide frequent, high-quality feedback focused on professional growth. The charter's evaluation procedure for teachers' performance needs to be aligned to the supervision process, incorporate multiple sources of data, and fulfill the requirements of state law and regulation. Unfortunately, the charter does not have the funds needed to effectively supervise staff and support a strong and consistent educator evaluation process that identifies needs and provides assistance to support teachers' professional growth and improvement and eliminate ineffective instruction.
   c. *Professional Development* – The charter needs to be structured to create a climate conducive to learning through effective communication, on-going professional improvement, and joint responsibility for student learning. The charter needs to maintain a strong commitment to create and sustain a professional development program that supports educators at all stages in their careers. Professional development programs and services need to be based on charter priorities, information about staff needs, student achievement data, and assessments of instructional practices and programs at each school. However, the charter does not have the funds needed to re-structure and create a climate conducive to adult learning that will promote on-going growth and opportunity for all educators through professional development that is embedded in practice and links directly to needs identified through analysis of educator evaluation and student performance results.
2. **Student Support**
   a. *Access and Equity* – The charter needs to work to close proficiency gaps by: 1) Using aggregated and disaggregated data on student participation and achievement; 2) Adjust policies and practices; and 3) Provide additional programs or support. The charter also needs to work to promote equity through such means as increasing the proportion of underrepresented subgroups in advanced and accelerated programs. Funds are needed to train teachers to ensure all students, including English Language Learners, students with disabilities, and students with economic challenges are able to perform to the best of their ability.

With the higher expectations and standards that are being placed on the charter, teachers, administrators, parents, and students by the state, it is important for the staff to be adequately trained, staffed, and structured to provide students with a high quality learning experience. If awarded, these funds will provide the charter with the necessary resources to implement an Educator Incentive Program needed to do this.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057-835	Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The management plan is designed to achieve the objectives of the proposed project on time and within budget, with appropriate timelines and milestones. (5 pts.) <u>Single, integrated timeline for the steps necessary to fulfill the plan for each of the various practices:</u> The charter created the following proposed timeline that integrates all of the strategies, activities, and meetings that will be conducted throughout the grant period. The Project Director will be responsible for ensuring all activities are completed and will modify the calendar as necessary.

LEGEND

Collaborative Activities	Recruitment Activities	Mentor Activities	Career Pathway Activities	Teacher Evaluations
＊Cluster Group Collaborative Meetings # Teacher Surveys + Review of data ❖Planning session	＊ Identify areas of need # Advertise positions + Conduct Interviews ❖ Hire new teachers ×Assign teachers to Mentors	＊Identify Mentors # Explain scope of work Assign teachers to Mentors ❖ Observations ＊ Collaborative Meetings	＊Design a Development Plan # Evaluate teachers' performance	＊ Student surveys # Admin. Observations + Review of data ❖Orientation × Planning Session ◉Mid-Year Review ✦Final Evaluation

April 2014

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May 2014

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June 2014

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July 2014

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August 2014

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September 2014/2015

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November 2014/2015

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December 2014/2015

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January 2015/2016

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February 2015/2016

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March 2015/2016

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April 2015/2016

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May 2015/2016

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June 2015/2016

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July 2015/2016

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August 2015/2016

3❖	4❖	5	6	7
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31				

Application was organized and completed according to grant instructions. (5 pts.)

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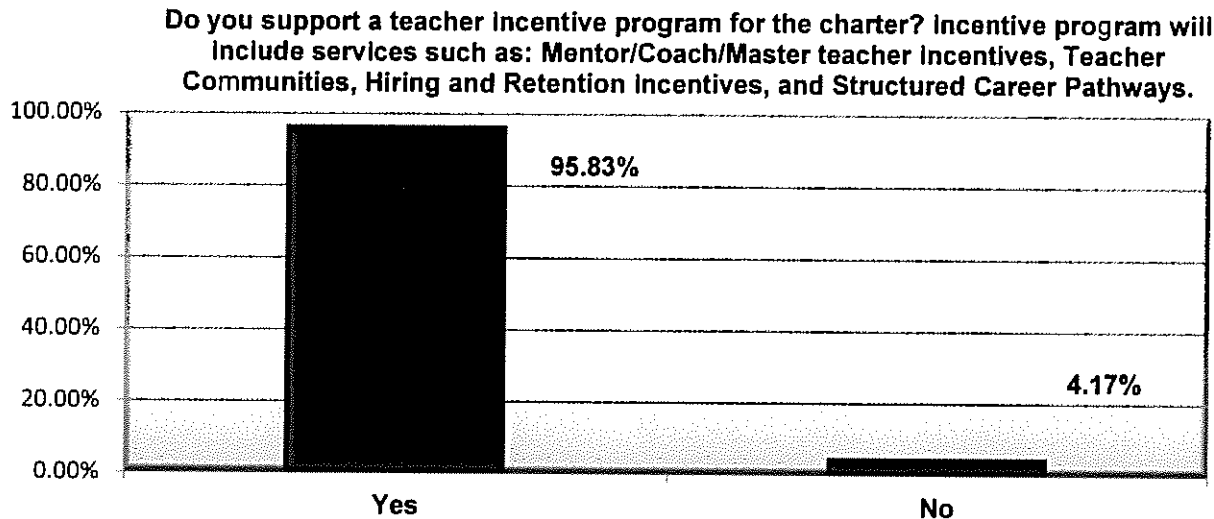| Changes on this page have been confirmed with:	On this date:
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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: **057-835**	Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicant demonstrates that affected personnel groups support both the decision to participate in the grant program and the general plan parameters. (10 Grant Specific Pts.) <u>Evidence of support from affected personnel groups:</u> In preparation for the submission of the EEIP grant application, the charter gave all teachers the opportunity to participate in an online survey designed to determine the level of support from all affected personnel. The following pie chart illustrates the results of the question that was asked:

Do you support a teacher incentive program for the charter? Incentive program will include services such as: Mentor/Coach/Master teacher incentives, Teacher Communities, Hiring and Retention incentives, and Structured Career Pathways.

<u>The decision to participate in the grant:</u> Based on the results indicated above, it is clear that over *95.8%* of the teachers support the charter's plan to pursue these grant funds.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The charter will be implementing a charter-wide program designed to target teachers at all campuses.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person: